

# ETHN 104: Race, Space and Segregation

University of California, San Diego  
Winter 2018

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## Course Information

Meeting times: T/TH, 5:00-6:20pm  
Location: Mandeville Hall B-150  
Final date: Thurs, March 22, 7:00-10:00pm

## Instructor Information

**Justin de Leon, Ph.D.**

Office hours: Thursday, 1:00-3:00pm (or by appointment)  
Office location: SSB 243  
judeleon@ucsd.edu

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## Course Materials

### Description

Through being attentive to Native American experiences with race, space, and segregation, this course examines how space becomes racialized and how race becomes spatialized in the contemporary United States. An exploration of how the politics of space separates and “others,” students will be required to interrogate the geographic spaces we inhabit and the politics of space. This course will explore institutional racism and segregation through discourses, policies, and laws, as well as the politics of space and sight. We will discuss boarding schools, the creation of reservations, Native criminality and prisons, and continued dispossession.

The emphasis of this quarter will be putting into action what we will be learning throughout the course.

### Expectations

This is an upper level Ethnic Studies course and expectations of student performance and participation should already be known. As with any endeavor at UC San Diego, full participation and student excellence is expected. UCSD rates in the top 1.5% of four year institutions in the country, as such, there are high expectations for the quality of students in this class. Equally important than the positions we occupy being here at UCSD and the themes we will cover throughout the course are of great import and significance.

### Grades

Students will be assessed on (1) participation, (2) communities of practice, (3) National Parks Indigenous project, and a (4) social action. There will be no midterm or final in-class examinations.

1. **Participation** (30%) is comprised of class attendance and engagement of the readings and class discussion. Students are expected to contribute to ongoing discussions and explorations of class material and themes. This requires a deep reading of assignments (through annotating, summarizing, and noting questions that arise) and participation in class discussions (recall in both quality and frequency). Because of the number of students in the course, class attendance will be taken. If there is an unexpected occurrence and/or excused absence (University activity, medical reasons, religious holidays, etc.) please inform me as soon as possible in order that proper adjustments can be made.
2. **Communities of Practice** (20%) are self-formed groups of students that have to do with a particular interest and will be meeting at least four times over the quarter. These groups can be epistemic (as in dealing with your major), professional (such as wanting to go into public health, medicine, law, economics, engineering, social work, teaching, etc.), cultural, or any other types of communities. The purpose is to engage in cross-disciplinary dialogue as a means to improve, critique, recast various practices within each community. Communities of Practice can act as a way to transform society in a diffuse manner and will be a way that we are able to take course learnings into our own areas of interest. For every meeting, each student will be required to write a 2-page report/reflection. Each Communities of Practice reflection will be 5% of your grade.

Course [Communities of Practice](https://tinyurl.com/y8mpem93) (<https://tinyurl.com/y8mpem93>)

3. **National Parks Indigenous Project** (25%) is a report students in teams of two will create. It involves researching one of the National Parks or National Monuments and its Indigenous heritage and history. Teams will have to identify particular aspects of each Park, including which Native peoples lived in those areas, how the lands were taken, and Tribes' contemporary challenges and relationships two those Parks. A PowerPoint template will be provided for each team.
4. **Social Action** (20%) is an action taken by each student to put into action our class learnings. It is accompanied by a 3-page paper. The aim of the Social Action should be to increase the number of conversations around important course themes. There are multiple options students can take. The Social Action can consist of an artistic expression—including, but not limited to, a short film, poetry, song, posters, t-shirts, etc.—or planned program. Each student should think about how to engage with their own personal (1) opportunities and social spaces and (2) capacities and skills. This can be carried out individually, as Communities of Practice, or in groups. Each Action should be reflective of the efforts of the number of participants involved. The accompanying 3-page essay will consist of three parts: (a) a description of the social action; (b) the student's intentions, process, learnings and outcomes; and (c) an identification of the main course concepts explored throughout your Social Action.

<b>Participation and attendance</b>	Class attendance, engagement of readings and discussions	30%
<b>Communities of Practice</b>	4 meetings over the course of the quarter	22%
<b>National Parks Indigenous Project</b>	Teams of two conduct a report about a National Park	25%
<b>Social Action</b>	With accompanying 3-page reflection paper	25%

### Required Materials

I am sensitive to the rising costs of universities and want to keep our course costs to a minimal. Accordingly, students will not be required to purchase any books for this course. All readings (from books to journals) will all be available electronically either through the UCSD Library Course Reserves, TritonEd, or through the UCSD Library.

## Course Schedule

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\*Syllabus possible to change – I hope to be attentive to student interests and pacing.

### WEEK 1: INTRODUCTION

Tuesday, January 9

Class Introduction and review of Syllabus

Thursday, January 11

Poem: Winder, Tanaya. 2015, "[Ten Little Indians](https://tanayawinder.bandcamp.com/track/ten-little-indians)." Found in *Worlds Like Love* (<https://tanayawinder.bandcamp.com/track/ten-little-indians>).

Read: Lipsitz, George. 2011. "Introduction: Race, Place, and Power." Found in *How Racism Takes Place*. Introduction. Temple University Press. Pgs. 1-24. Found electronically at UCSD Library

*Optional Read: Moreton-Robinson, Eileen, 2015. "Introduction" and "I still Australia Home." Found in White Possessive. Eds. Eileen Moreton-Robinson. Introduction and Chapter 1. Pgs. xi - 18).*

*Optional Read: Zinn, Howard. 2003. "Columbus, the Indians, and Human Progress." Found in A People's History of the United States. Eds. Howard Zinn, Kathy Emery, and Ellen Reeves. The New Press. Pg. 3-22.*

### WEEK 2: RACE – CRIMINALITY AND DIFFERENCE

Tuesday, January 16 (MLK 1/15)

Watch: DuVernay, Ava. 2016. *13<sup>th</sup>*. Netflix. Runtime: 1:40:00

Read: Wenger-Trayner, Etienne and Beverly Wenger-Trayner. 2015.  
Communities of Practice: A Brief Introduction. Pgs. 1-8.

Thursday, January 18

Read: Benjamin, Ruha. 2016. "Catching Our Breath: Critical Race STS and the  
Carceral Imagination." *Engaging Science, Technology, and Society*. Vol.  
2. Pgs. 145-156.

Read: Alexander, Michelle. 2010. "Introduction." *The New Jim Crow: Mass  
Incarceration in the Age of Colorblindness*. The New Press. Pgs. 1-19.

*Optional Read: Ross, Luana. 1998. "Introduction." Found in Inventing the  
Savage: The Social Construction of Native American Criminality.  
University of Texas Press. Pgs. 1-8.*

*Optional Read: Coates, Ta-Nehisi. 2015. "The Black Family in the Age of Mass  
Incarceration." The Atlantic. Oct. Found at  
<https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>*

### WEEK 3: SEGREGATION – BOARDING SCHOOLS & GENTRIFICATION

Tuesday, January 23

Poem: "raw" by Tanaya Winder, Southern Ute, Duckwater Shoshone, and  
Pyramid Lake Paiute artist, from Words Like Love, 2015.

Read: Smith, Andrea. 2005. "Boarding School Abuses and the Case for  
Reparations." Found in Conquest: Sexual Violence and American Indian  
Genocide. Chapter 2. South End Press. Pg. 35-55

Thursday, January 25

Read: Lees, Loretta et al. 2013. "The Birth of Gentrification." Found in  
*Gentrification*. Chapter 1. Routledge Publishing. Pgs. 3-38.

Read: Semuels, Alana. 2015. "Where the White People Live." *The Atlantic*. Apr.  
20. Found at  
<https://www.theatlantic.com/business/archive/2015/04/where-the-white-people-live/390153>

*Optional Read: Florido, Adrian. 2011. "How Segregation Defined San Diego's  
Neighborhoods." Voice of San Diego. March 21. Found at:  
<http://www.voiceofsandiego.org/census-2010/how-segregation-defined-san-diegos-neighborhoods>*

*Optional Read: Cabrera, Marissa. 2016. [Tensions Over Arts Renaissance and  
Gentrification in Barrio Logan](#). Radio Interview. KPBS. Dec. 21.*

*Optional Read: Wilkens, John. 2016. [What's Next for Barrio Logan?](#) San Diego  
Union Tribune. March 29. [<http://www.sandiegouniontribune.com/sdut-barrio-logan-gentrification-2015mar29-story.html>]*

*Optional Read: Saunt, Claudio. 2014. "A War for Independence: The San Diego  
Uprising." Found in West of the Revolution: An uncommon history of  
1776. WW Norton and Company. Chapter 2. Pg. 54-71.*

*Optional Read: Crow Dog, Mary and Richard Erdoes. 1990. "Civilize them with a Stick." Found in Lakota Woman. Chapter 3. Grove Press. Pg. 28-41.*

Communities of Practice: 1<sup>st</sup> meeting this week

#### **WEEK 4: RACE – NATIONAL PARKS/MONUMENTS INDIGENOUS PROJECT**

Tuesday, January 30

Read: O'Brien, William E. 2016. "Introduction." Found in *Landscapes of Exclusion: State Parks and Jim Crow in the American South*. University of Massachusetts Press. Pgs. 3-18. Found electronically at library.

Thursday, February 1

Guest Speaker: Joey Montoya, Urban Native Era  
In Class Research Project

National Parks/Monuments Indigenous Project due at end of day.

#### **WEEK 5: SPACE – SIGHT & HOME**

Tuesday, February 6

Music – "Land of En'frack'ment" by Def-i, on Last Stand Mixtape Vol. 1, 2015.

Read: Pachirat, Timothy. 2011. "Hidden in Plain Sight." Found in *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Chapter 1. Pgs. 1-19.

Read: Lone-Knapp, Faye. 2000. "Rez Talk: How Reservation Residents Describe Themselves." *The American Indian Quarterly*. Vol. 24. No. 4. Pgs. 635-640.

Thursday, February 8

Read: Mohanty, Chandra T. 2003. "What's Home Got to Do with It?" Found in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Chapter 3. Duke University Press. Pgs. 85-105.

Communities of Practice: 2nd meeting this week

#### **WEEK 6: SEGREGATION – RESERVATION & URBAN LANDSCAPE**

Tuesday, February 13

Poem/Song: "The Rez Don't Visit" by David Rico, a Choctaw/Chickasaw and Pascua Yaqui artist, on Last Stand Mixtape Vol. 1, 2015.

[<https://laststandmixtape.bandcamp.com/track/the-rez-dont-visit>]

Read: Biolsi, Thomas. 1995. The Birth of the Reservation: Making the Modern Individual Among the Lakota. *American Ethnologist*. Vol. 22. No. 1. Pg. 28-53.

Thursday, February 15

Read: La Paperson. 2010. "The Postcolonial Ghetto: Seeing Her Shape and His Hand." *Berkeley Review of Education*. Vol. 1. No. 1. Pgs. 5-34.

- Optional Read: Lipsitz, George. 2007. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape." Landscape Journal. Vol. 26. No. 1. Pgs. 10-23.*
- Optional Listen: Sullivan, Laura. 2011. "Native Foster Care: Lost Children, Shattered Families." National Public Radio. All Things Considered. Found at <http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families>.*
- Optional Listen: This American Life. 2015. "Episode 565: Lower 9 + 10." Aug. 28. Found at <https://www.thisamericanlife.org/radio-archives/episode/565/lower-9-10>*
- Optional Read: Giroux, Henry A. 2006. "Reading Hurricane Katrina, Race, Class and the Biopolitics of Disposability." College Literature. Vol. 33. No. 3. Pgs. 171-196.*

## WEEK 7: RACE – PLAYING INDIAN AND MASCOTRY

Tuesday, February 20 (President's Day 2/19)

- Song: "Closet Skeletons" by Talon Ducheneaux "BazilleDx," Lakota artist, 2015.
- Read: Deloria, Philip. 1998. "American Indians and American Identities." Found in *Playing Indian*. Pg. 1-10.
- Read: Appelbaum, Yoni. 2015. "Rachel Dolezal and the History of Passing for Black." *The Atlantic*. June 15. Found at <https://www.theatlantic.com/politics/archive/2015/06/rachel-dolezal-and-the-history-of-passing-for-black/395882/>

Thursday, February 22

- Watch: John and Kenn Little. 2017. *More Than a Word*. Media Education Foundation. Runtime 1:12:00
- Read: [Psychologist says Northern Saskatchewan Suicides a Result of Colonization, Not Mental Illness](#). 2016. CBCNews. Saskatoon. Dec. 5.
- Optional Read: McClintock, Anne. 1995. "Postcolonialism and the Angel of Progress." Found in Imperial Leather: Race, Gender and Sexuality in the Colonial Contest." Introduction. Routledge. Pgs. 1-17.*
- Optional Read: Deloria 1969 Custer Died For Your Sins, Chapter 1 Indians today: Real and Unreal (Pg. 1-27)*
- Optional Read: Williams, Dana M. 2006. "Patriarchy and the 'Fighting Sioux': A Gendered Look at Racial College Sports Nicknames." Race, Ethnicity, and Education. Vol. 9. No. 4.*
- Optional Read: Deloria 1995 Red Earth, White Lies, Chapter 3 Evolutionary Prejudice. Fulcrum Publishing. Pg. 61-80.*
- Optional Read: Dyer, Andrew. 2016. "[Honoring Native American Heritage Requires more than Turquoise Jerseys](#)." The Daily Aztec. Nov. 30. [<http://www.thedailyaztec.com/80566/opinion/honoring-native-american-heritage-requires-more-than-turquoise-jerseys>]*

Communities of Practice: 3rd meeting this week

**WEEK 8: CREATION OF DIFFERENCE**

Tuesday, February 27

Read: Ngai, Mae M. 2004. "Deportation Policy and the Making and Unmaking of Illegal Aliens. Found in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Chapter 2. Princeton University Press. Pgs. 56-90. Found electronically at library.

Thursday, March 1

Read: Luibhéid, Eithne. 2002. "Introduction." Found in *Entry Denied: Controlling Sexuality at the Border*. University of Minnesota Press. Found electronically at library.

Communities of Practice: 4th meeting this week

**WEEK 9: REFLECTION**

Tuesday, March 6

Course and Social Action Review

Thursday, March 8

NO CLASS MEETING

**WEEK 10: MOVING FORWARD**

Tuesday, March 13

Read: Miranda, Deborah A. 2009. "4th Grade California Mission Projects: A Thought Experiment for Parents, Educators, and Students." *Bad NDNS*. Dec. 30. Found at <http://whenturtlesfly.blogspot.com/2009/12/4th-grade-california-mission-projects.html>

Read: Noguera, Pedro, Tuck and Yang. 2014. "Organizing Resistance into Social Movements." Found in *Youth Resistance Research and Theories of Change*. Eds. Eve Tuck and K. Wayne Yang. Routledge. Chapter 5. Pgs. 71-81.

Thursday, March 15

Read: Alfred, Taiaiake. 2009. *Peace, Power, and Righteousness*, Chapter First Words. Oxford University Press. Pg. 8-22.

Read: Alexander, Jacqui M. 2006. "Pedagogies of the Sacred: Making the Invisible Tangible." Chapter 7. Duke University Press. Pgs. 725-332.

*Optional Read: Vizenor, Gerald. 2014. "Resistance in the Blood." Found in Youth Resistance Research and Theories of Change. Eds. Eve Tuck and K. Wayne Yang. Routledge. Chapter 8. Pgs. 107-118.*

*Optional Read: Tuck, Eve. 2008. Re-Visioning Action: Participatory Action Research and Indigenous Theories of Change. Urban Rev. Vol. 41. Pgs. 47-65.*

*Optional Read: Rifkin, Mark. 2014. "Ordinary Life and the Ethics of Occupation." Found in Settler Common Sense: Queerness and Everyday Colonialism in the American Renaissance. Chapter 1. University of Minnesota Press.*

*Optional Read: Alinsky, Saul D. 1989. Rules for Radicals: A Practical Primer for Realistic Radicals. Vintage Books. Prologue. (10 pages)*

## **WEEK 11: FINALS WEEK**

Final date: Thurs, March 22, 7:00-10:00pm

**Social Action due at the end of the day.**